



Educator Effectiveness

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

Understanding SLOs

An Overview of the WI Educator Effectiveness process for developing, monitoring, and scoring Student/School Learning Objectives.

CONNECTOR

Can you do the following in the context of your specific job as teacher or principal?

- 1) Identify what students are supposed to know and be able to do in their time with you as building leader or classroom leader?
- 2) Assess where they are in their baseline abilities as they relate to those skills?
- 3) Assess their periodic growth over the time they are with you?

OUTCOMES

Participants will:

- Understand the relationship of the SLO to the larger system of Educator Effectiveness.
- Understand the key components of a quality SLO.
- Practice writing, evaluating, and strengthening SLO goals.

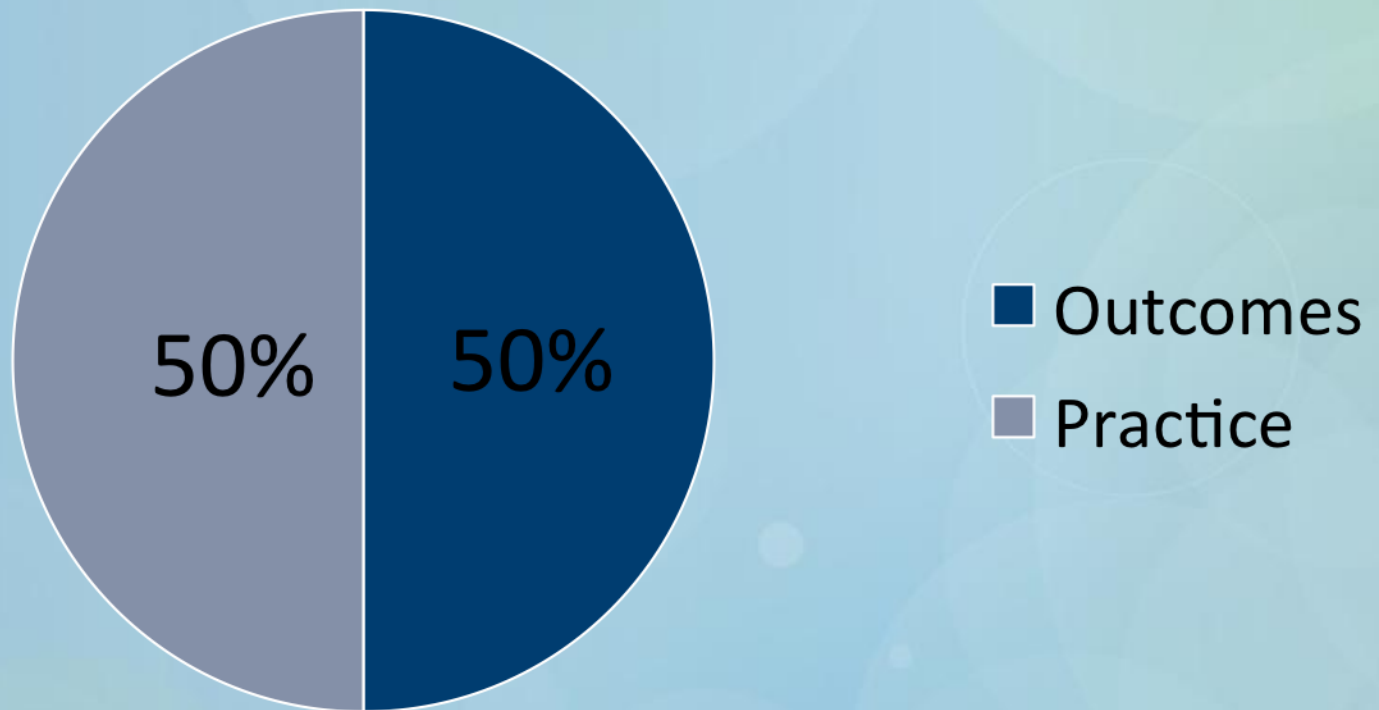
AGENDA

- The SLO process in the larger context of Educator Effectiveness
- The 4 step SLO process
- Best Practices in SLOs
- Resources
- SMART goals
- The Annual Process for setting, monitoring, and scoring SLOs

If we are truly going to transform our schools into places where each and every student is meeting and exceeding standards, we will first need to shift our thinking to focus on the results that we want.

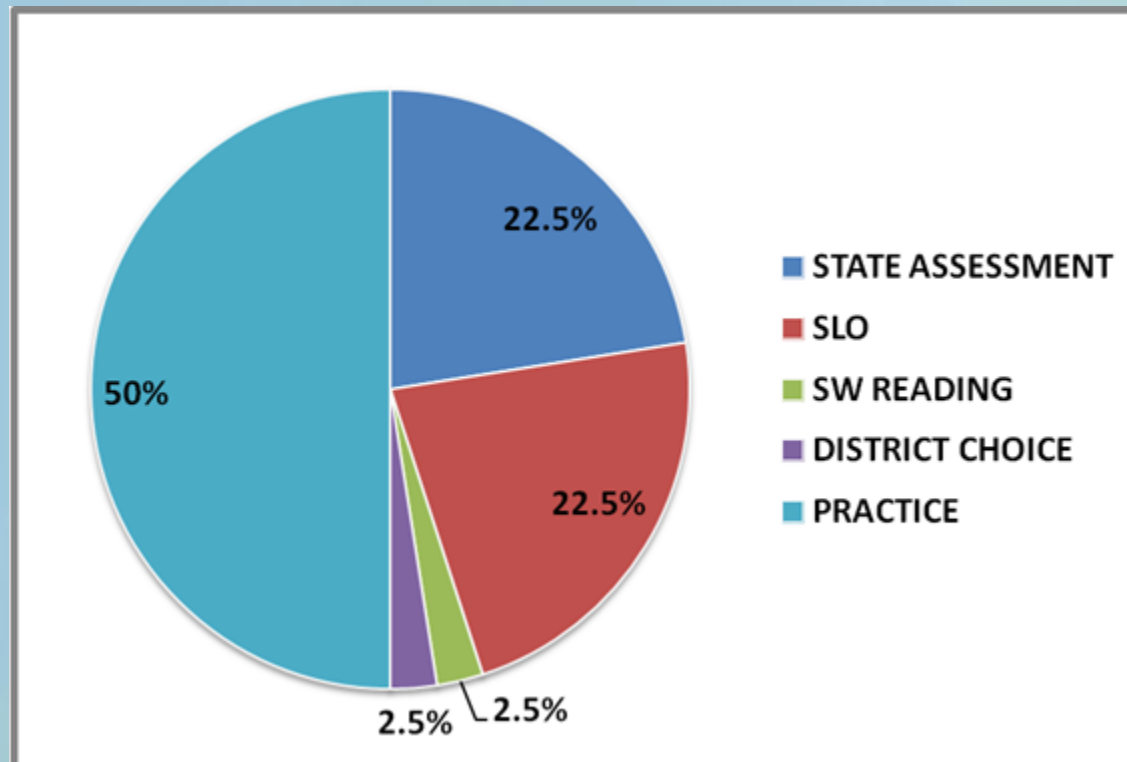
Conzemius & O'Neill (2006)

The Educator Effectiveness System

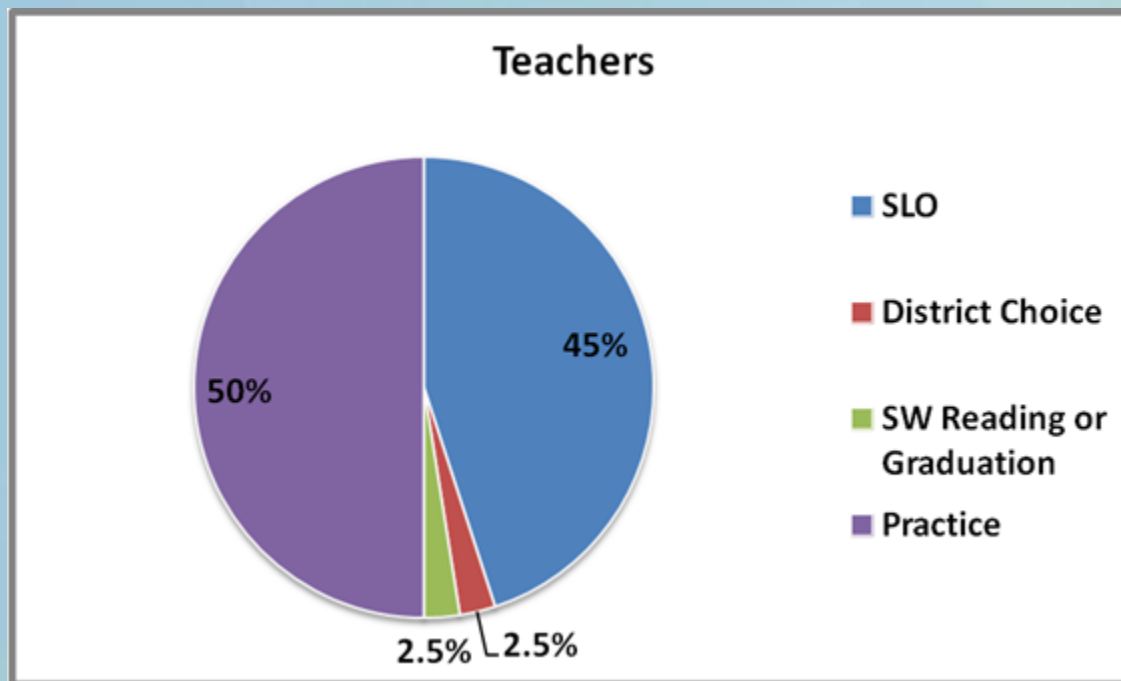




Principal Outcome Measures



Teacher Outcome Measures



REQUIRED NUMBER OF SLOS

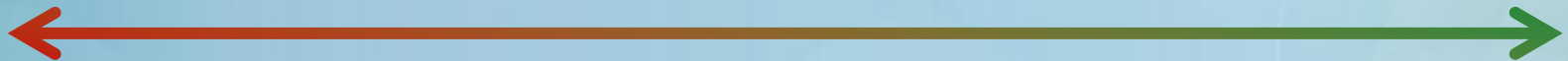
- Written annually
- The number depends on the other outcomes measures available to that educator (district, grade and subject specific).
- Full Pilot requirement is 2.
- Signed off by peers in years 1 and 2.
- Approved, monitored, and scored by evaluator in summative year.



FLEXIBILITY

New York
D.C.
Georgia
Austin

Rhode Island
Wisconsin
Indiana
Denver



Structured

More Flexible

Assessments
Growth Targets
Scoring Rubric

DEFINITION OF SLO

Student/School Learning Objectives (SLO) are detailed, measurable goals for student academic growth to be achieved in a specific period of time (typically an academic year), based on prior student learning data, and developed collaboratively by educators and their supervisors.

DUAL MEANING

1. Building Administrators- School Learning Objectives

Goals established by the building principal, but are focused at the school level

2. Teachers- Student Learning Objectives

Academic growth or attainment goals for entire classrooms or a targeted population within a classroom/grade level

Established by individual teachers or teams of teachers

Student /School Learning Objective Example

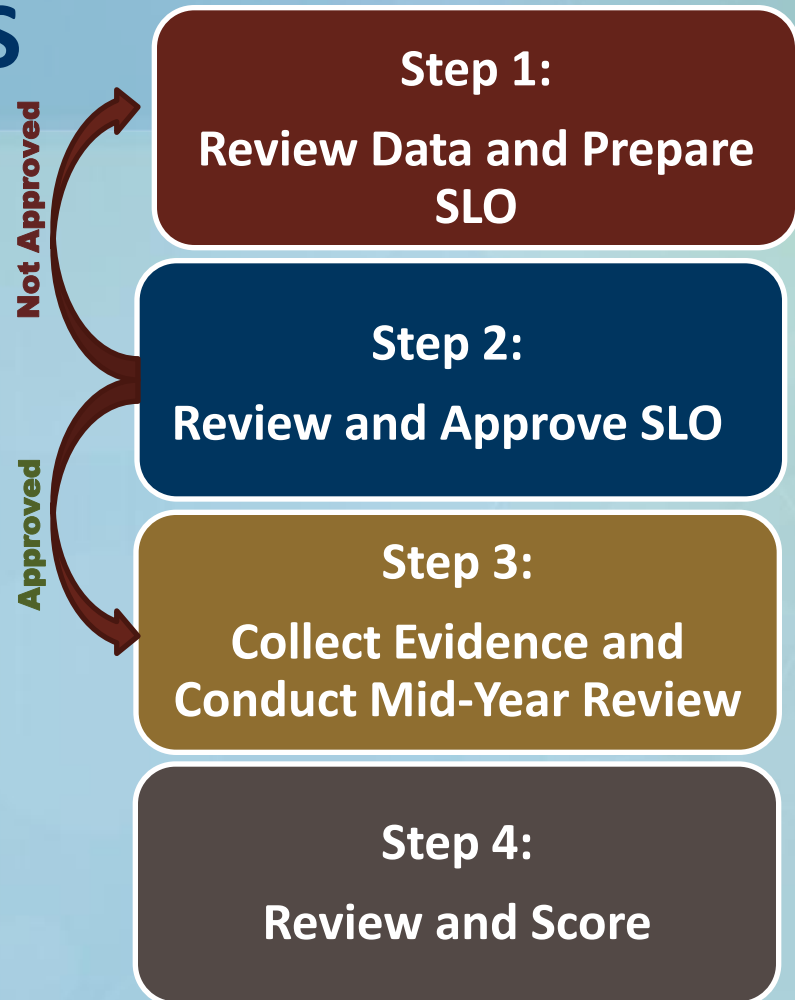
Student Learning Objective:

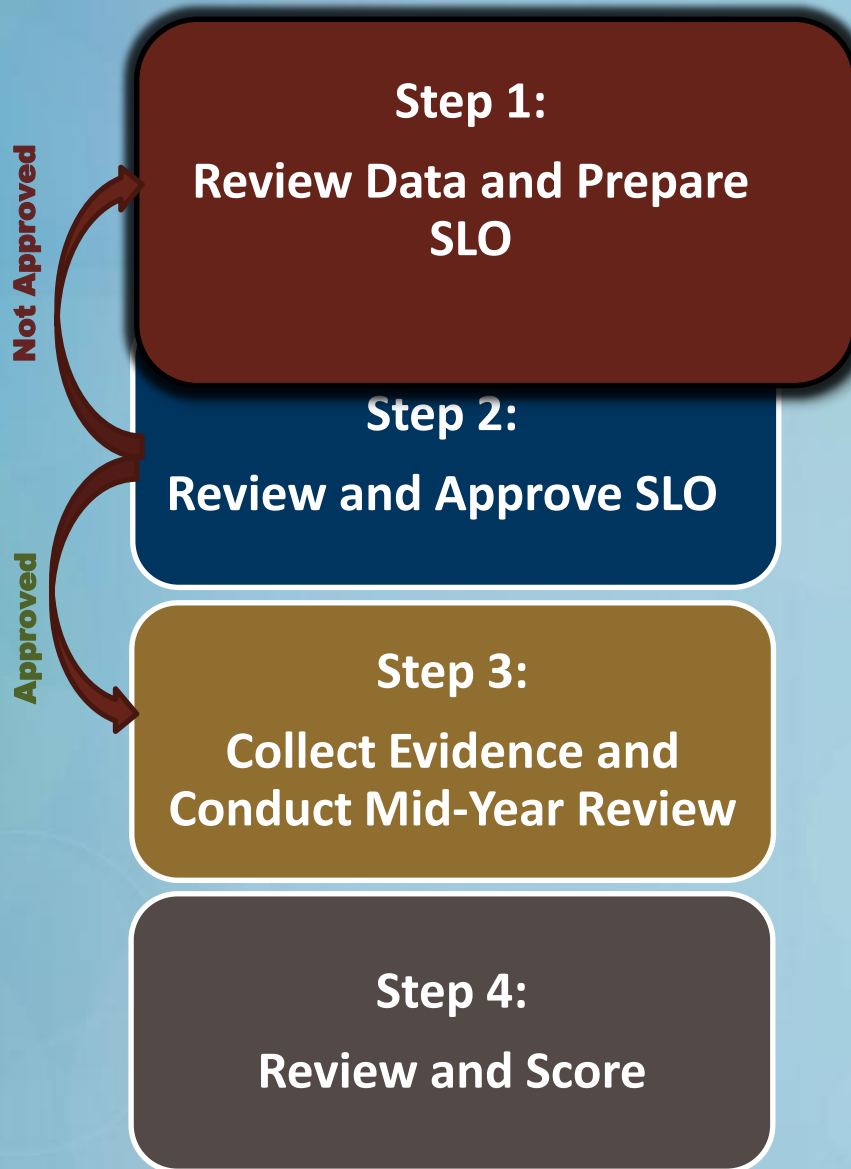
By May 2014, 80% of my students scoring below proficiency on the Grade 5 Writing Assessment will increase their assessment scores to proficient level as measured by the writing assessment rubric in the spring.

School Learning Objective:

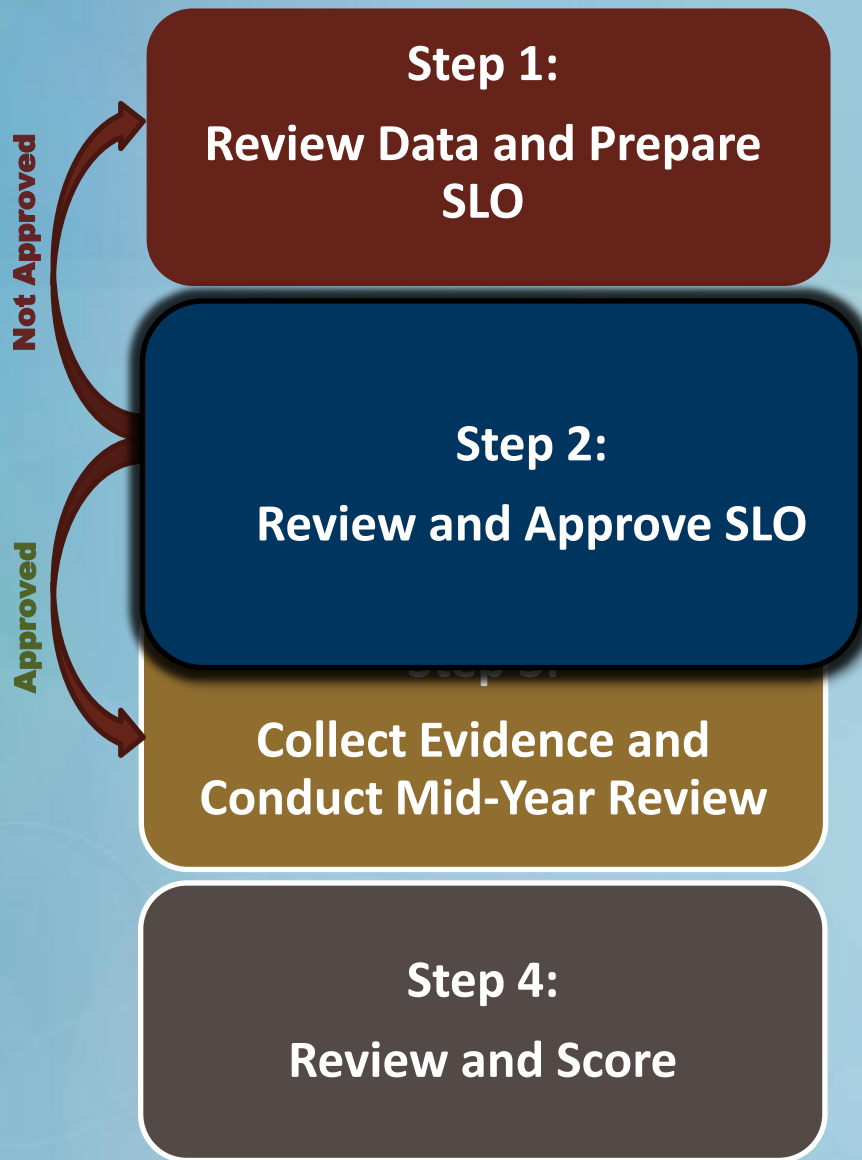
By May 2014, 80% of students in Grades 3-5 who scored below proficiency on the district writing assessment administered in the fall will increase their scores to proficient level as measured by the writing assessment rubric in the spring.

THE SLO PROCESS

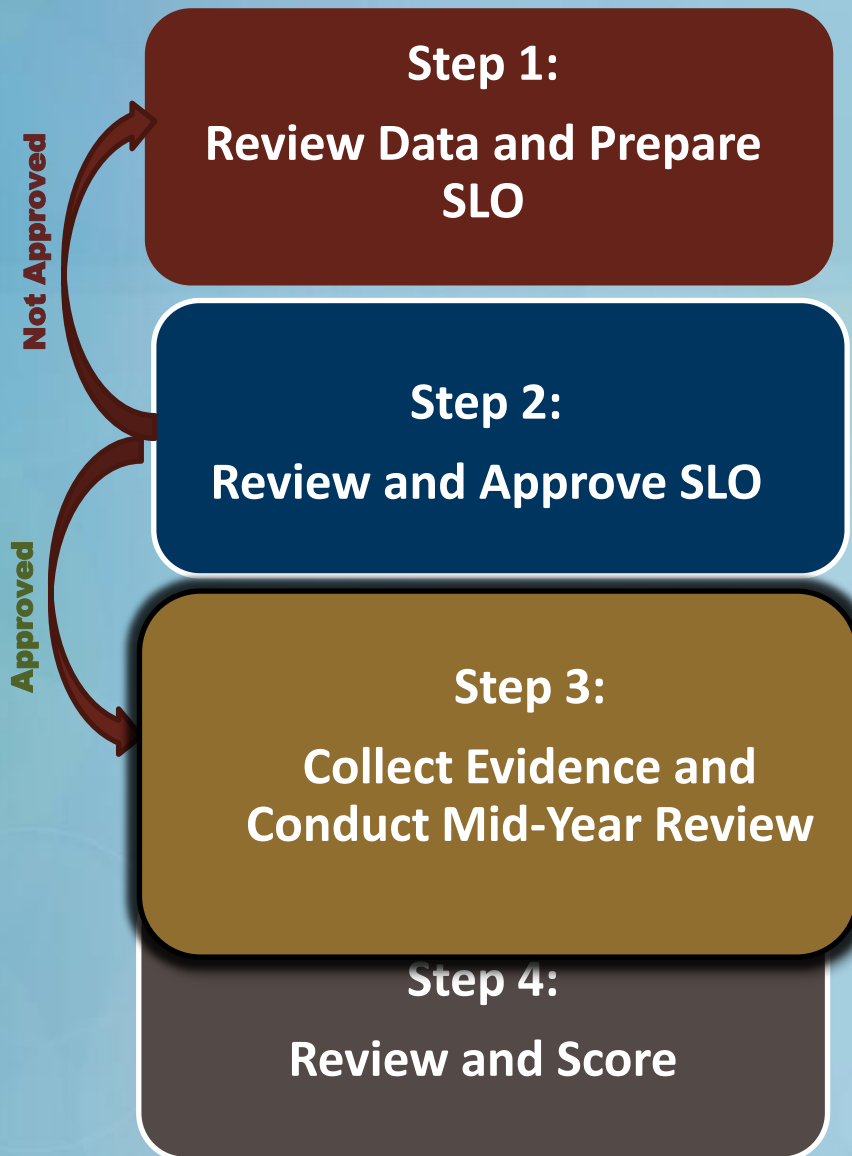




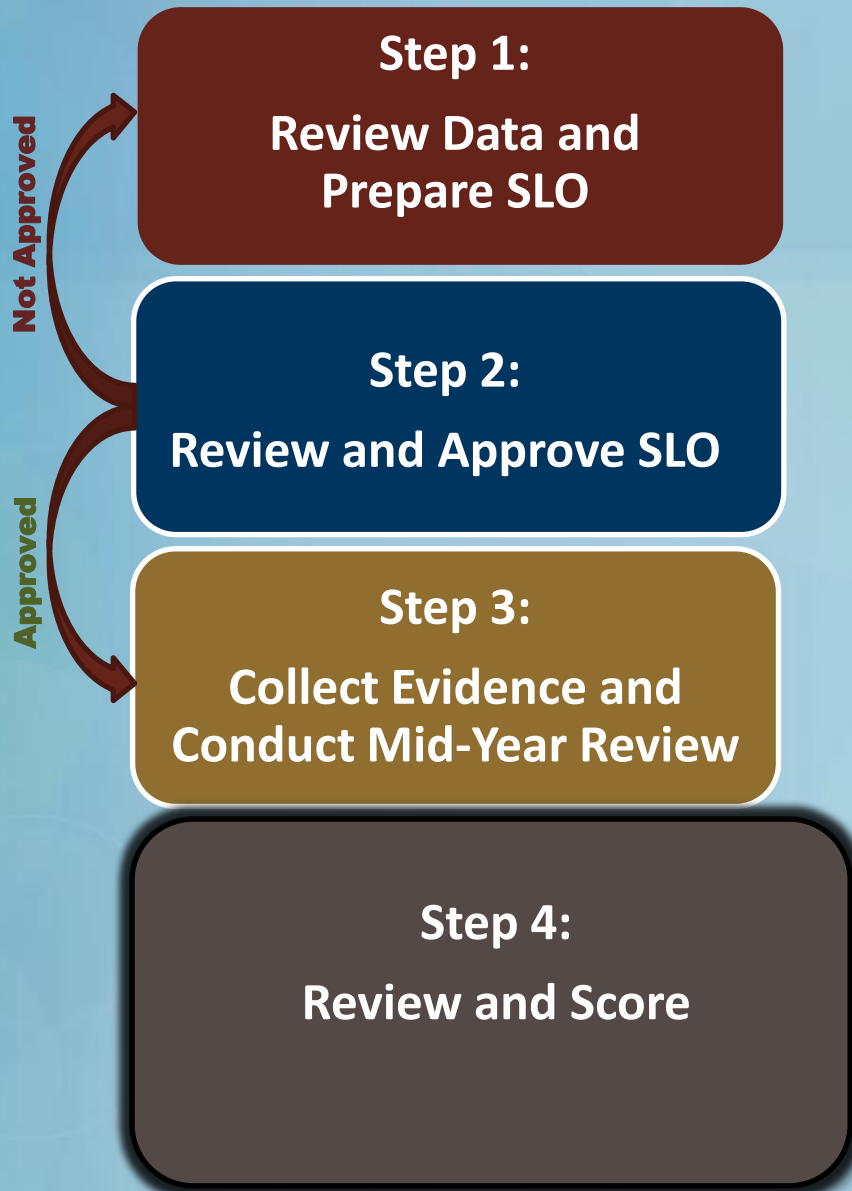
- ◆ Review student baseline data and evidence to identify needs and target populations.
- ◆ For teachers, student data could include prior year assessments, portfolios of work, pre-tests, etc.
- ◆ Based on student needs, set student growth targets and select an assessment or evidence source that will be used to measure growth.



- ◆ Educators submit SLOs to their evaluator.
- ◆ Evaluators approve SLOs or recommend revisions.
- ◆ Evaluators should work with educators to review and revise the SLO if needed (coaching conversations).



- ◆ Educators collect evidence of student progress toward meeting SLO goals.
- ◆ Educators and their evaluator will conduct a mid-year review to assess student progress toward meeting SLO goals.
- ◆ Adjustments to goal only if evidence warrants adjustment. Use caution. Examples: chronic absence, transient target population.



- ◆ At the end of the SLO cycle, educators submit final assessment results and evidence or other SLO documentation to their evaluator.
- ◆ Evaluators review SLO results and assign a final score or rating using a rubric.
- ◆ Evaluators discuss the results with educators during an end of year conference.
- ◆ Use results to inform goals and professional development for the following school year.

Introduction to Student Learning Objectives



What are you already doing to set goals around student academic growth?

- Which of these practices do you already engage in?
- What might you need to do to ready yourself, your team, and your building for these practices?

BEST PRACTICES

- Thorough examination of data
- Collaboration is a focal point
- The goal should be rigorous while still being attainable
- Instructional strategies and planning directly support attainment of the goal
- On-going progress monitoring throughout

SLO Guidebook Jigsaw Activity

Number off 1-4. Each member of a 4 person team becomes the expert of their piece of the guidebook.

Report out to group at the end of time period.



S.M.A.R.T Goals

- **Specific**
Goal is focused on specific and key areas of need
- **Measurable**
An appropriate evidence source is identified
- **Attainable**
The goal is within the teacher's control
- **Results-based**
Progress toward the goal can be monitored
- **Time-bound**
There is a clear deadline for the goal



How SMART is this goal?

Teacher A- Second Grade

During this school year, my students will improve on word knowledge and decoding, and reading comprehension.

Reviewing Teacher A's SMART Goal

Aspect of the Goal Statement	Yes or No Recommendations?
Specific	No- the goal is very broad
Measurable	No- the goal does not state how it will be measured
Attainable	No- because there is no specific area identified or measurement tool, it is difficult to say if it is attainable
Results-based	No- what will be the indicator of student growth?
Time-bound	Yes- identified the current school year as the time interval

Revising Teacher A's Goal

By May, students who are below grade level in reading comprehension will increase their instructional reading level by 1.5 years as demonstrated by their Fountas and Pinnell Benchmark Assessment Level.

How SMART is this goal?

Teacher B- Middle School Physical Education

During the school year, all eighth grade physical education students will improve performance by 75% on each of the Fitness-Gram (Pacer test, curl-ups, trunk lift, push ups and the sit and reach) subtests.

Reviewing Teacher B's SMART Goal

Aspect of the Goal Statement	Yes or No Recommendations?
Specific	Yes-the population of students and the areas of physical fitness are identified
Measurable	Yes- through pre and post-test data in each subtest of the Fitness-Gram growth can be measured
Attainable	???- probably not, this seems like an unrealistic amount of growth to be made in one year's time
Results-based	Yes- it is focused on student growth on the FitnessGram
Time-bound	Yes- identified the current school year as the time interval



Revising Teacher B's Goal

During the school year, all eighth grade physical education students will improve their performance by 20% on each of the Fitness-Gram subtests.



SLO Selection/Approval Guide

Baseline Data and Rationale	Learning Content	Population	Interval	Evidence Sources	Targeted Growth
<i>Why did you choose this goal?</i>	<i>Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?</i>	<i>Which students are included in this goal?</i>	<i>What timeframe is involved in this SLO (typically year-long; explain if other)?</i>	<i>How will you measure the amount of learning that students make?</i>	<i>What is your goal for student growth, and how did you arrive at this goal?</i>
Guiding Questions:					
<i>What source(s) of data did you examine in selecting this/these SLO(s)? What strengths and weaknesses were identified? If this is the same SLO as you submitted last year/last semester, please provide justification for why.</i>	<i>Which content standard(s) is/are targeted? Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?</i>	<i>Which student group(s) is/are targeted?</i>	<i>How do you know if you've spent enough or too much time on an objective?</i>	<i>What assessment(s) or other evidence sources will be used to measure whether students met the objective? What type of assessment or evidence is it, and how are results reported? Why is this the best evidence for determining whether students met the objective?</i>	<i>What is the target level of growth or performance that students will demonstrate? Do I expect all students to make the same amount of growth.</i>

Good, Better, Best SLO Sorting Activity

Divide into two teams of four.

Take a pack of sample SLOs from the center of your table.

Review the goals, and arrange them in order representing increased quality: Good, Better, Best

SLO Sorting Activity Debrief

- Select one of the “lower quality” SLOs from your table.
- Convene with members from other tables with the same SLO to discuss points for improvement.
- How might you engage in a conversation with its author around the SLO, potential strengths and weaknesses before it goes to the approval conference?



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Annual Approach to SLOs

Case Study 2-4-8

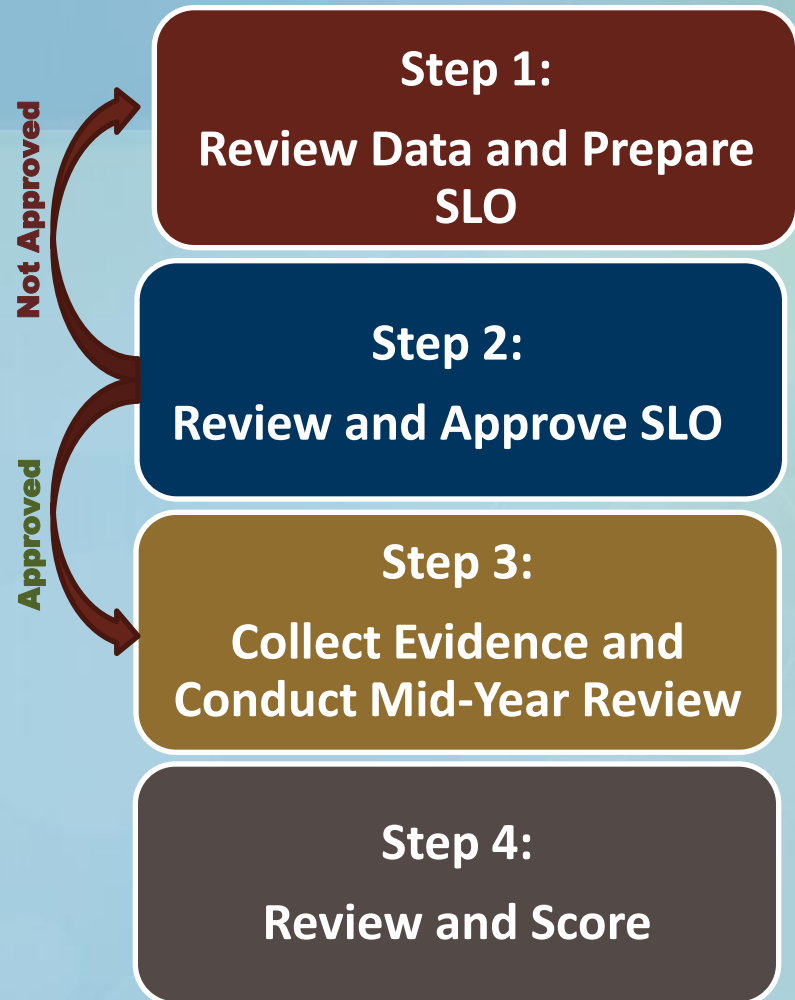
~Partnership Work (2)

~Team of (4)

~Table Group (8)



Beginning of Year Steps 1 and 2





SLO Planning Template

Example Student Learning Objective Template

Name or Team of Teachers Being Evaluated

Names of Reviewers

Content Area/Grade Level(s)

Review Date *Mo./Day/Yr.*

School Building

Please use additional pages, if necessary, to provide information requested below. Additional guiding questions to support the selection process are located on the Wisconsin Student Learning Objective (SLO) Selection/Approval Rubric

Student Learning Objective (SLO):

Baseline Data and Rationale:
(*Why did you choose this objective?*)

Key Characteristics of SLOs

Baseline Data and Rationale

Why did you choose this objective and what sources of data did you examine?

Learning Content

Which content standard(s) and/or skills does the objective address? (e.g., Common Core)

Population

Which students are included in this objective?

Interval

What timeframe is involved? (typically year-long)

Evidence Sources

How will you measure the objective?

Targeted Growth/Attainment

What is your goal for student growth/attainment?

Strategies/Instructional Practices

What methods or interventions will you use to support this SLO? Identify related Domains and Components.

Support

What instructional support or professional development is necessary to accomplish this SLO?

BOY Case Study

Part I: Partner Work

You and your partner select one of the four data sets at your table.

- Analyze the data, and determine potential target population.
- Consider potential growth targets for that target population.
- What assessment might you use to track growth over time?

Write a SMART SLO goal statement together



Part II: Partner Exchange of SLO

Exchange your SLO goals with another partnership.

- Determine if it follows the SMART guidelines?
- What feedback might you provide your colleague?

Part III: BOY Table Discussion

Share your SLO and the feedback you obtained with the entire table.

- What additional feedback might you provide to your colleagues?

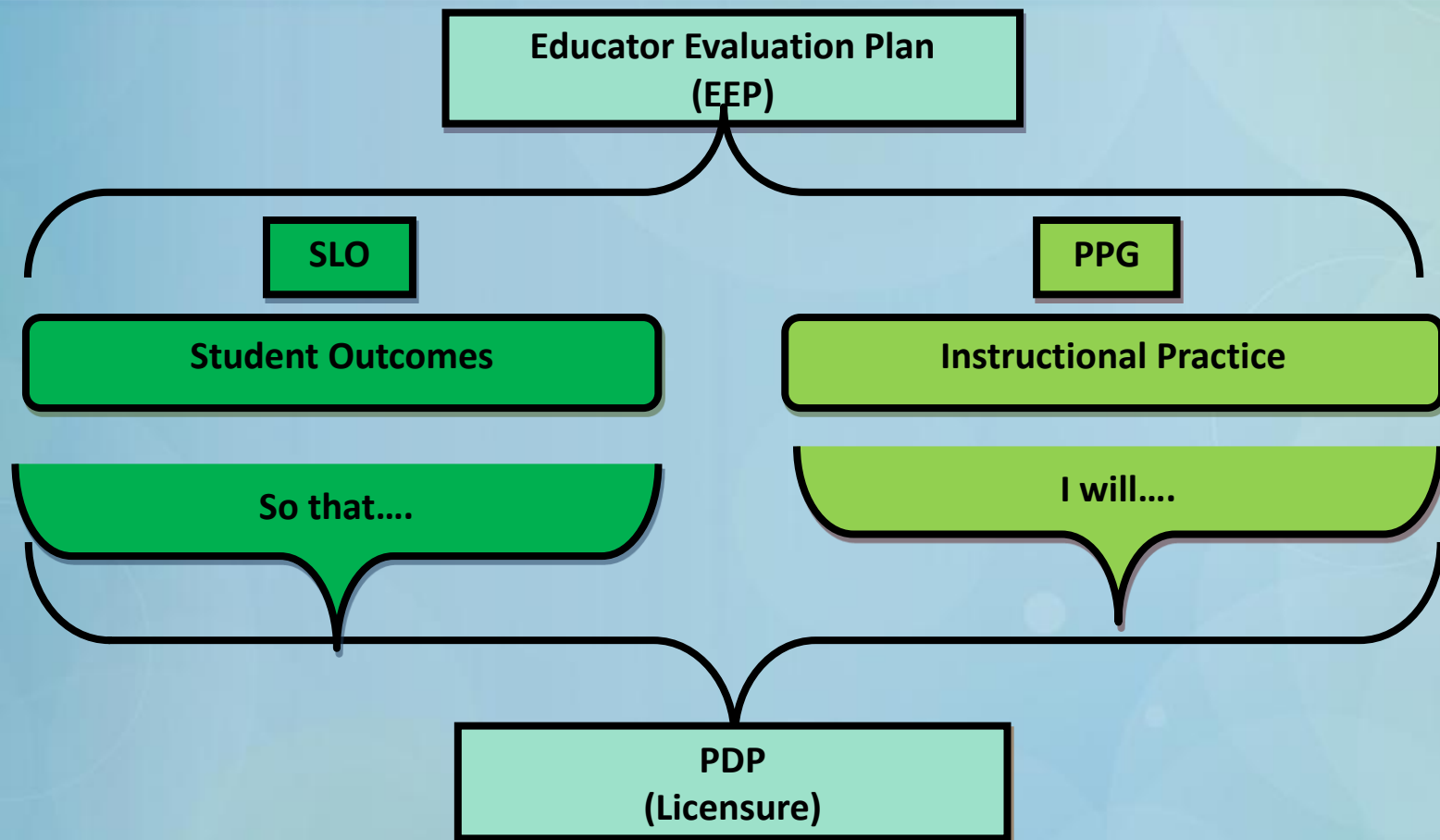
Share out with the entire group.

SLO Approval Conference

Video Link

<http://tinyurl.com/Help-Teacher>

Goal Alignment



Identify Instructional Strategies

In your partnership:

- Identify potential instructional strategies one might employ to achieve the desired student growth.
- Include them on your SLO template.
- Match them to the appropriate domains/components of the practice rubrics

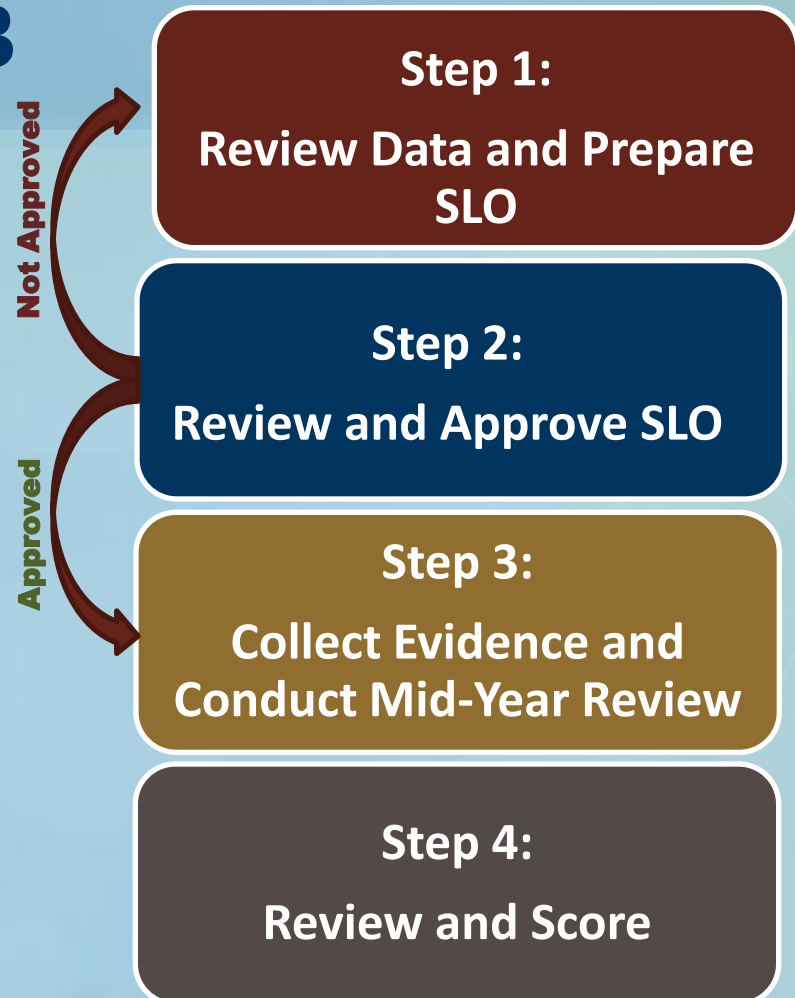


Mid-Year – Step 3

The mid-year conference is a **critical step** in the process.

It can be done with colleagues, coaches or within PLCs in formative years.

In the summative year, this conference should be with the evaluator.



Mid-Year Review

Purpose of Mid Year Review

- Provide documentation regarding the status of goals, evidence of progress, and identification of any barriers to success. (Mid-year Review Form)
- Evaluators may suggest adjusting targeted outcomes if the original target is clearly either too low or too high
- Evaluators may also suggest that teachers adjust instructional strategies to better meet SLO Goals.

Appropriate Instances for Adjustments

Educators may need to adjust their SLO goal at mid year if:

- Target Student populations changes – transient students
- Many students have already met goal by mid year-adjust up.
- What are other situations that would warrant adjustment of SLO goal?

Teacher A

- Shares that students are making nice progress toward goal
- Finds students are liking expository writing more than in the past
- Finds that students are mostly getting A's, B's, and C's for semester 1
- As of now, attendance is good
- Success with the last chapter test, no D's at all
- Confident they will meet the 12 pt. rubric by end of year

Teacher B

- Shows expository writing prompts for student journals
- Tells about inclusion of expository writing in journals, project, constructed response prompts at the end of each chapter test based on essential question for chapter
- Shares a low, medium and high student response on the last journal entry
- Shows a few mini-lessons addressing weaknesses with well developed paragraphs with supporting information



Mid-Year Review Form

Appendix I: Wisconsin Principal Mid-Year Goal Review Form

Summarize the status of your SLOs and Professional Practice Goals, include the evidence used to demonstrate progress for each SLO and goal, and if necessary identify barriers to success and the strategies/modifications of strategies to address the barriers. Submit this completed form to your evaluator prior to your Mid-Year Review or come prepared to discuss these elements at the Mid-Year Review.

Name of Principal		Date <i>Mo./Day/Yr.</i>	
Goal	Status of Goal	Evidence of Progress Toward Achieving Goal	Strategies/Modifications to Address Barriers
SLO #1			
SLO #2			
Practice Goal #1			
Practice Goal #2			
Key Next Steps:			

Preparing for Mid-Year Review

Review the mid year data for your SLO.

What patterns, trends or other information allows you to gauge success or potential issues around your SLO goal?

Complete the Mid Year Review form with your partner.

Mid-Year Review of SLO

Engage in a mid year review conference with another partnership at your table.

Each group should take 10 minutes to:

- Discuss Status of Goal
- Evidence of Progress
- Strategies/ Modifications to address barriers

Once you have finished, debrief with the rest of the table.



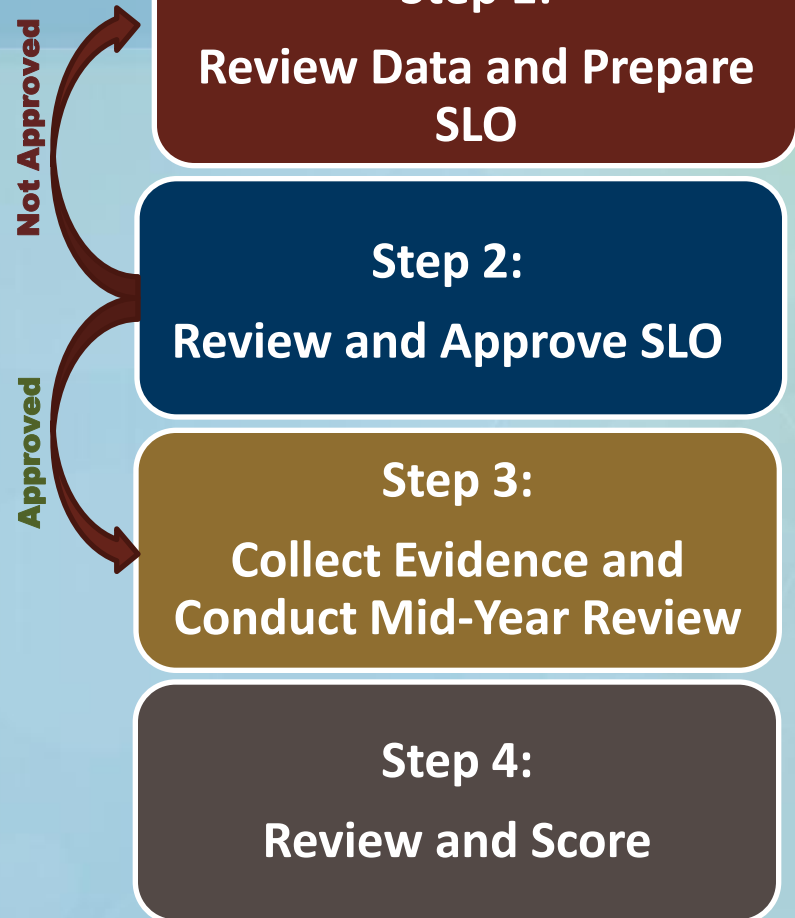


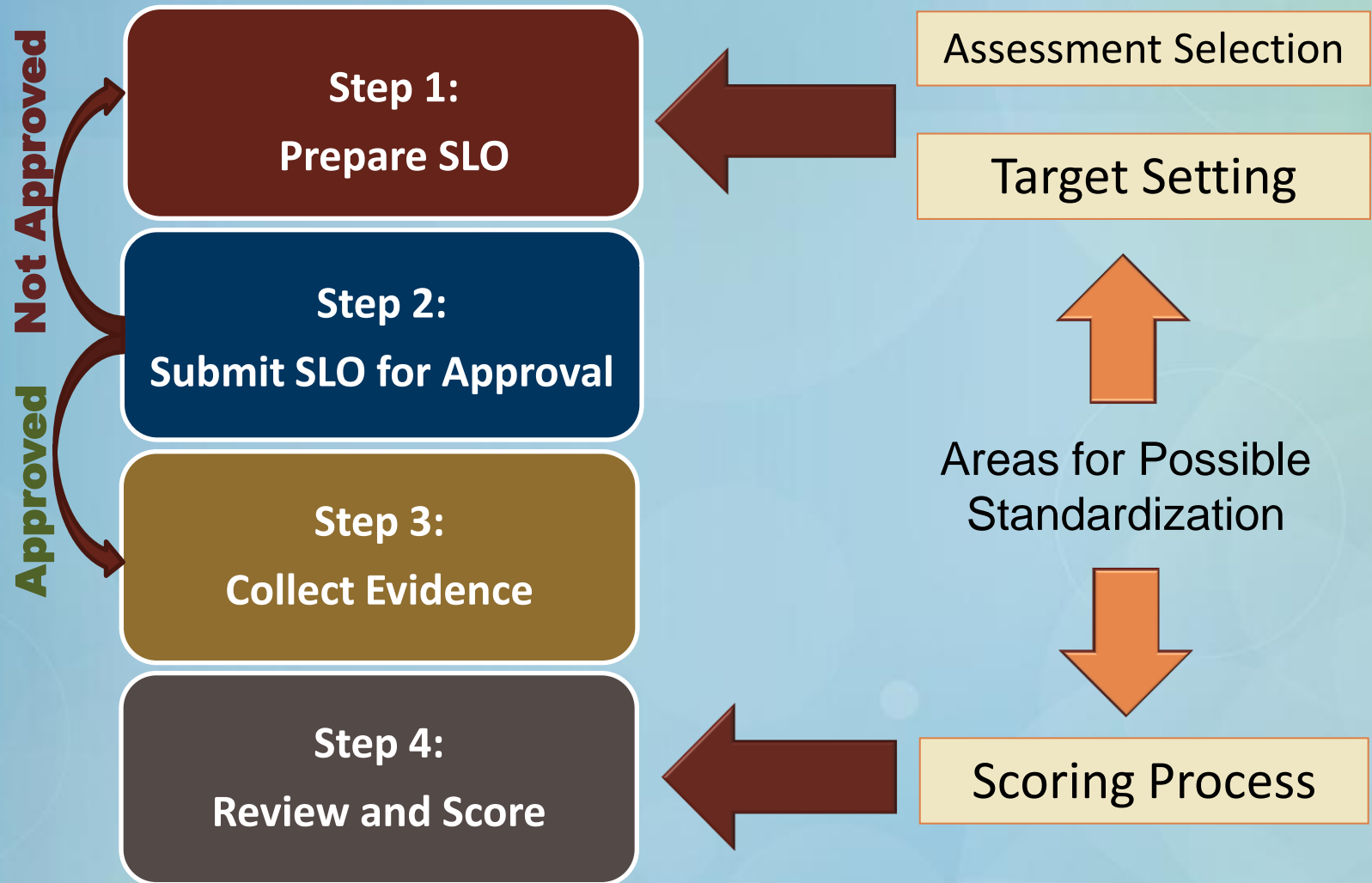
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Mid-Year Conference Video

End of Year – Step 4





Local vs. State Standardization in the SLO Process

What are some benefits to allowing for LOCAL standardization?

What are benefits to STATE level standardization?

What implications might there be for either?



Wisconsin SLO Scoring Rubric



Appendix L: Wisconsin SLO Scoring Rubric

Evaluation Score	Criteria
(4)	<ul style="list-style-type: none">• Student growth for this SLO has exceeded expectations:• Evidence indicates exceptional growth for all/nearly all of targeted population• The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning
(3)	<ul style="list-style-type: none">• Student growth for this SLO has met expectations:• Evidence indicates substantial growth for most of the targeted population• The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning
(2)	<ul style="list-style-type: none">• Student growth for this SLO has partially met expectations:• Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets• The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO
(1)	<ul style="list-style-type: none">• Student growth for this SLO has minimally met expectations:• Evidence indicates minimal or inconsistent growth for the targeted population• The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning
(0)	<ul style="list-style-type: none">• The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable-OR-• The educator has not engaged in the process of setting and gathering evidence for the SLO



Standardization of Scoring

(4)	Student growth has exceeded expectations	(4)	80% or more of students met/exceeded their growth target
(3)	Student growth has met expectations	(3)	70-79% of students met/exceeded their growth target
(2)	Student growth has partially met expectations	(2)	50-69% of students met/exceeded their growth target
(1)	Student growth has minimally met expectations	(1)	Fewer than 50% of student met/exceeded their growth target
(0)	Evidence missing, incomplete, or unreliable, did not engage in the process		

Group SLO Scoring Example

(Score and Discuss as a Team)

Ms. Smith's SLO Results

Rubric Achievement Level	% Sept	SLO Target	% May
Minimal	15%	8%	10%
Basic	20%	15%	15%
Proficient	50%	55%	56%
Advanced	15%	22%	19%

SLO Scoring Activity Discussion

Discuss the following questions as a large group:

- Raise your hand if you gave the SLO a rating of:
 - 1? 2? 3? 4?
- Why did you assign the score you did?
- What are the implications of scoring inconsistencies?
- What processes can your district put in place to ensure scoring consistency?

SLO Scoring Example: One Interpretation

Rubric Level	% Sept	SLO Target	% May	Met?	+ / -
Minimal	15%	8%	10%	No	-2
Basic	20%	15%	15%	Yes	0
Proficient	50%	55%	56%	Yes	+1
Advanced	15%	22%	19%	No	-3
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>Even</i>	<i>-4</i>

SLO Scoring Example: Another Interpretation

Rubric Level	% Sept	SLO Target	% May	Met?	Rating
Minimal	15%	8%	10%	Partially Met	2
Basic	20%	15%	15%	Met	3
Proficient	50%	55%	56%	Exceeded	4
Advanced	15%	22%	19%	Partially Met	2
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>Average</i>	<i>2.75</i>

EOY SLO Scoring Activity

Exchange your SLO and end of year data with another pair.

Review the end of year data for the SLO. Use the scoring rubric to assign a final rating.

Discuss the score with the other pair.

Complete the End-of-Year goal review form for your SLO



End of Year Conference Video



SLO Implementation and Policy Considerations

- Over the course of the pilot, districts should evaluate:
 - Validity and reliability of the SLO process
 - Consistency in rigor of SLO targets and scoring across teachers and schools
 - Fidelity of implementation
- Consider the balance between a teacher-defined focus versus standards for quality control. What do you prefer?
- Timing and logistics
 - Training and professional development
 - Capacity building
 - Oversight, tracking, monitoring

SLO Readiness

- 1) Identify what students are supposed to know and be able to do in their time with you as building leader or classroom leader?
- 2) Assess where they are in their baseline abilities as they relate to those skills?
- 3) Assess their periodic growth over the time they are with you?

STAND and DELIVER.....

Additional SLO Resources

Educator Effectiveness Website:

<http://ee.dpi.wi.gov/>

SLO Information Brief:

http://ee.dpi.wi.gov/files/ee/pdf/IB3_SLOs.pdf

Coming soon- LiveBinders SLO Overview Training Toolkit